

P O Box 1209

Lake City, South Carolina

Grades 6-8 Middle School

Enrollment 388 Students

PrincipalMargie Myers843-374-8651SuperintendentMrs. Beth M. Wright843-374-8652

Board Chair Mr. David Eaddy 843-394-8043

2009 REPORT CARD

RATINGS OVER 5-YEAR PERIOD

ABSOLUTE RATING	GROWTH RATING
Below Average	Below Average
At-Risk	Below Average
At-Risk	At-Risk
At-Risk	Average
At-Risk	At-Risk
	Below Average At-Risk At-Risk At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov http://www.eoc.sc.gov Ronald E McNair Middle 06/01/10-2103028

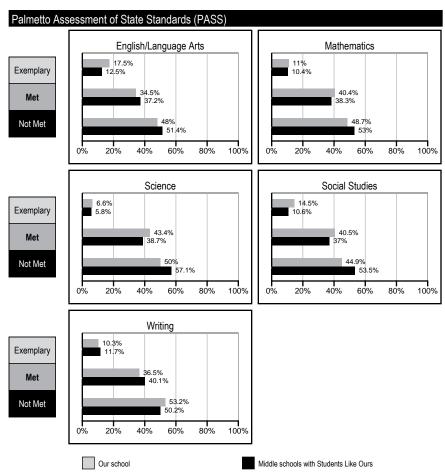
Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

97.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*							
Excellent	Good	Average	Below Average	At-Risk			
0	0	3	38	24			

^{*} Ratings are calculated with data available by 06/01/2010.



^{*} Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of 0	Critical Terms
Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours				
Algebra 1/Math for the Technologies 2	87.1%	86.3%				
English 1	100.0%	83.2%				
Physical Science	N/A	33.8%				
US History and the Constitution	N/A	N/A				
All Subjects	90.5%	84.7%				

School Profile				
	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=388)				
Students enrolled in high school credit courses (grades 7 & 8)	15.6%	Up from 12.7%	16.3%	21.6%
Retention rate	3.6%	Up from 1.9%	2.3%	1.2%
Attendance rate	93.9%	Down from 94.0%	95.5%	95.9%
Eligible for gifted and talented	7.2%	Down from 8.2%	4.9%	14.8%
With disabilities other than speech	20.0%	Down from 21.3%	14.1%	12.6%
Older than usual for grade	5.9%	Down from 6.5%	4.8%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	53.3%	Up from 43.8%	54.7%	56.9%
Continuing contract teachers	40.0%	Up from 34.4%	61.7%	72.7%
Teachers with emergency or provisional certificates	22.7%	Up from 21.7%	14.9%	5.3%
Teachers returning from previous year	58.3%	Down from 63.7%	76.4%	82.9%
Teacher attendance rate	98.2%	Up from 95.7%	94.9%	95.2%
Average teacher salary*	\$41,251	Up 1.7%	\$44,832	\$46,599
Professional development days/teacher	12.5 days	Up from 10.8 days	11.1 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 17.7 to 1	16.7 to 1	20.1 to 1
Prime instructional time	90.9%	Up from 89.2%	89.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	81.7%	Down from 99.5%	96.5%	97.8%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil**	\$9,392	Up 22.7%	\$10,078	\$7,645
Percent of expenditures for instruction**	60.6%	Up from 55.9%	60.6%	63.4%
Percent of expenditures for teacher salaries**	48.2%	Up from 44.4%	54.7%	57.0%

^{*} Includes current year teachers contracted for 185 or more days.

^{**} Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2008-09 school year has been a year of success for the students of Ronald E. McNair Middle School (REMMS). The staff, teachers, and administrators started the school year with a focus to "Perfect Our Practices." In the previous school year, several new programs and initiatives were implemented and some were continued that were already in place. A concerted effort was made to improve student achievement by perfecting the implementation and effectiveness of existing programs and initiatives.

REMMS continued to be a Single Gender school. All students' classes are gender specific, except for advanced and related arts classes. Teachers implemented instructional strategies that effectively addressed the different learning styles of male and female students.

ClassWorks labs continued to provide students with interactive tutorials that both enhance and remediate student academic abilities. Each semester, students enrolled in ClassWorks enrichment programs that help them master or advance in areas identified by the Measures of Academic Performance (MAP) assessment.

Student incentives played a major role in encouraging our students to give maximum effort in their academic studies. Students who made significant improvement on their MAP assessment and benchmark tests were given opportunities to attend a NFL football game featuring the Carolina Panthers, NBA basketball game where they watched the Charlotte Hornets, in addition to our popular school dances. Students who performed outstanding academically, maintained perfect attendance, and avoided referrals received special recognition at the school quarterly awards program also attended by our parents.

The Lake City Middle School Academic Challenge Team, sponsored by REMMS and JPTMS combined, was the runner-up in the Pee Dee Region finalist competition. REMMS had 15 students to compete in the Clemson Biology Merit Exams, with one student earning the distinction of "honorable mention." Two REMMS students earned the recognition as SC Junior Scholars. And the REMMS girls are the Pee Dee Regional Middle School Basketball Champions!

REMMS School Improvement Council was instrumental in getting parents involved with mentoring and assisting teachers in the school. The SIC also supported the school in encouraging students to perform academically and to exemplify good character.

This has been a successful year for our students. We believe that "future stars" are forthcoming from the students of REMMS!

David Laws Jr., Principal Terrie Bryant, SIC Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	33	90	47
Percent satisfied with learning environment	84.4%	73.3%	63.0%
Percent satisfied with social and physical environment	78.8%	65.9%	53.2%
Percent satisfied with school-home relations	60.6%	84.1%	73.9%

^{*} Only students at the highest middle school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress NO

This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School	Improvement Key
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	93.9%	94.0%*	No

^{*} Or greater than last year

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	384	98.7	48.1	41.3	10.6	62.2	67.3	78.9	Yes	Yes
Gender										
Male	190	98.4	49.7	37.9	12.4	57.4	63.4	77	N/A	N/A
Female	194	99	46.7	44.4	8.9	66.7	71.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	99	99	34.1	44	22	74.7	83.4	87.2	Yes	Yes
Africian American	266	98.5	52.9	40.5	6.6	57.4	59	66.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	17	100	64.3	28.6	7.1	57.1	66.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	75	94.7	73.8	12.3	13.8	33.8	41.4	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	57.1	35.7	7.1	64.3	68.3	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	344	98.8	49.7	41.1	9.2	60.2	64.4	70.2	Yes	Yes

^{*} Adjusted to account for natural variation in performance.

Ronald E McNair Middle 06/01/10-2103028								
PASS Performance By	Group							
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
			Scien	се				
All Students	251	98.8	49.1	42.6	8.3	50.9	49.4	67.5
Gender								
Male	120	98.3	48.2	40.9	10.9	51.8	46.6	67
Female	131	99.2	50	44.2	5.8	50	52.3	68
Racial/Ethnic Group								
White	72	98.6	31.8	47	21.2	68.2	71.8	79.5
Africian American	165	98.8	56.6	40.1	3.3	43.4	37.4	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	12	100	I/S	I/S	I/S	I/S	50	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status	50	00.0	70.0	47	40.0	07.7	00.7	05.0
Disabled	52	96.2	72.3	17	10.6	27.7	26.7	35.6
Migrant Status		N// AN /			21/2			10.4
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency	40	400	1/0	1/0	1/0	1/0	40.7	50.0
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	40.7	59.6
Socio-Economic Status	000	00.7	F0	40.0	0.0	50	40.4	55.4
Subsized meals	226	98.7	50	43.8	6.3	50	46.1	55.1
			Social St	tudies				
All Students	254	98.8	43.9	40	16.1	56.1	61.2	72.3
Gender								
Male	131	98.5	43.9	36.8	19.3	56.1	58.7	71.5
Female	123	99.2	44	43.1	12.9	56	63.8	73.2
Racial/Ethnic Group								
White	54	98.2	36	32	32	64	74.7	80.7
Africian American	185	98.9	47	41.1	11.9	53	54.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	13	100	I/S	I/S	I/S	I/S	68.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status				21.1	40.0	21.2		10.5
Disabled	44	97.7	65.8	21.1	13.2	34.2	40.1	43.5
Migrant Status		11/41/				A1/A		50.7
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency	44	400	20.4	54.5	0.4	20.0	70	07.0
Limited English Proficient	14	100	36.4	54.5	9.1	63.6	70	67.9
Socio-Economic Status	000	00.7	47.0	20.0	45.0	F0 0	FC 4	00.4
Subsized meals	228	98.7	47.8	36.6	15.6	52.2	58.1	62.1

Ronald E McNair Middle 06/01/10-2103028										
PASS Performance By	/ Group									
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
				Writing						
All Students	385	95.8	52.9	36.7	10.4	47.1	52	70.2	93.9	95.6
Gender										
Male	191	93.7	59.6	32.5	7.8	40.4	42.7	63.2	93.4	95.6
Female	194	97.9	46.7	40.6	12.8	53.3	61.6	77.5	94.3	95.7
Racial/Ethnic Group										
White	100	98	43.5	39.1	17.4	56.5	66.4	79.1	92.3	94.8
Africian American	265	94.7	55.9	36.1	8	44.1	45.2	57.6	94.5	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	99.6	98.6
Hispanic	17	100	N/AV	N/AV	N/AV	28.6	38	62.6	93.7	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	87.4	84.8
Disability Status										
Disabled	76	80.3	94.7	3.5	1.8	5.3	14.9	26.1	93.4	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	16	100	64.3	28.6	7.1	35.7	38.1	61.2	93.7	96.7
Socio-Economic Status										
Subsized meals	340	95.9	54.5	36.7	8.8	45.5	48.8	58.9	93.8	95.6

Rona	ld E McNair I	Middle				06/01	/10-2103028
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3 4 5 6 7 8	N/A N/A N/A 127 125 132	N/AV N/AV N/AV 100 98.4 98.5	N/A N/A N/A 50.9 40.7 53.7	N/A N/A N/A 37.9 34.5 29.8	N/A N/A N/A 11.2 24.8 16.5	N/A N/A N/A 49.1 59.3 46.3
Mathematics							
2009 2009	3 4 5 6 7 8 3 4 5 6 7 8	N/A N/A N/A 127 125 132 N/A N/A N/A 124 63	N/AV N/AV 100 98.4 97.7 N/AV N/AV N/AV 98.4 98.4 100	N/A N/A N/A 50.9 35.4 57.5 Science N/A N/A N/A 56.1 40.2 59	N/A N/A N/A 42.2 52.2 30 N/A N/A N/A 36.8 52.7 29.5	N/A N/A N/A 6.9 12.4 12.5 N/A N/A N/A 7 7.1 11.5	N/A N/A N/A 49.1 64.6 42.5 N/A N/A N/A 43.9 59.8 41
			Sc	cial Studies			
2009	3 4 5 6 7	N/A N/A N/A 64 124 66	N/AV N/AV N/AV 98.4 98.4 100	N/A N/A N/A 34.5 43.8 53.3	N/A N/A N/A 56.9 34.8 33.3	N/A N/A N/A 8.6 21.4 13.3	N/A N/A N/A 65.5 56.3 46.7
Writing							

3

N/A

N/A

N/A

127

126

132

N/AV

N/AV

N/AV

96.9

96

94.7

N/A

N/A

N/A

51.3

44.2

62.7

N/A

N/A

N/A

40.9

40.7

28.8

N/A

N/A

N/A

7.8

15

8.5

N/A

N/A

N/A

48.7

55.8

37.3